



Projects

Foundation and Higher

OCR

Level 1 Foundation **H854**

OCR Report to Centres June 2017

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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CONTENTS

Projects

Level 1 Foundation Project (H854)

OCR REPORT TO CENTRES

Content	Page
H854 Level 1 Foundation Project	4

H854 Level 1 Foundation Project

General Comments:

The submission for the Level 1 Foundation Project was generally of a good standard this series. A wide variety of topics was investigated and it was encouraging to see that most centres had allowed candidates to explore topics of their own choice. Many candidates showed a high level of interest in the topics they had chosen. However, some less experienced centres appeared to have insisted on topics within a narrow theme and format that reduced the opportunity for independent choice. More experienced centres demonstrated a very good grasp of the process based nature of the qualification and it was clear that repeat centres had taken the trouble to implement the advice given in previous series, thus aiding candidates in providing well evidenced projects overall. The best centres used the Unit Recording Sheet to make apt, individually directed comments for each assessment objective and to signpost evidence clearly.

Most entries for this qualification appear to have been appropriate but again it is worth centres considering entering the most able candidates for the Level 2 qualification which would provide a more suitable degree of challenge. It was clear that a small number of candidates could have achieved a qualification at this level.

AO1

The best centres had trained and supervised candidates effectively to provide substantial evidence of structured, time-bound and task linked planning. It was pleasing to see that most centres had ensured that candidates provided a rationale for their investigation and reasonably clear aims and objectives. The higher achieving candidates displayed a real sense of a journey through their projects, linking their initial rationale and aims to the final outcome. Some centres could train candidates more effectively in managing their time and recording the organisational aspects of their work. In some cases, more detailed and reflective use of the Project Progression Record would help candidates to provide good evidence of their understanding of the overall organisation of the project.

AO2

It is encouraging to see primary research being undertaken at this level and it was clear that some centres have trained candidates to display their findings from surveys and questionnaires neatly using graphs and charts. There was a pleasing clarity to most of these displays, but in many cases the research was not used effectively to support other research or linked to the final outcome. Where this was the case across a centre's submission it tended to give the impression of a 'tick-box' exercise rather than useful research. It is heartening to see that more experienced centres and some newer ones are training candidates to list their secondary sources. However, there are still too many centres where the process of selecting sources was not well evidenced and referencing was largely absent.

AO3

It was heartening to see that many candidates had been supervised effectively in terms of selecting the skills they would need to bring their projects to a successful outcome and in the best examples there was evidence that candidates had a good idea of the route they would take through the project and applied selected skills accordingly. This is testimony to effective supervision. In less successful projects there was little awareness of how to evidence the selection and application of skills and some centres might wish to consider further training and more consistent supervision of candidates in this important area.

AO4

The best centres had trained candidates to draw their findings together in a well explained conclusion and it was pleasing to see a high level of knowledge and understanding of the

OCR Report to Centres – June 2017

chosen topics communicated by many candidates. Very often the same candidates were able to make a good attempt to evaluate both the value of their project findings and their own learning. Nevertheless candidates from some centres produced very little written work at all and completely ignored the need to draw conclusions from their research. Whilst most centres had provided candidates with a structured template for recording their findings and evaluating them, these were not always used to do more than record a few cursory comments. This is an area for further development for several centres.

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